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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The ten titles deal with the following topics: (1) the effect of dramatic improvisation on the attitudes of high school teachers toward their students: (2) the effects of training teachers in interpersonal cognitive problem solving skills on teacher-student interaction, classroom social and emotional climate, and children's problem solving abilities: (3) novice interviewers' message structure and interview methods: (4) the comparative effects of redundancy and variety on message retention: (5) the relationship between communication skills training with underachieving, low communicating high school students and their teachers: (7) verbal interaction in classes with teachers who have had preservice training in the use of interaction process analysis as compared with those without such training: (8) the effect student teachers who have had communication skills training have on their students' verbal behaviors: (9) teacher use of the native and target languages for linguistic and communicative functions: and (10) the relationship of teachers' self-disclosure/intimacy to students' knowledge/attitude in college sex and family living classes. (FL)

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SPEECH COMMUNICATION EDUCATION AND CLASSROOM INTERACTION:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

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Abstracts of the following dissertations are included in this collection:

Camerota, Elaine Cajano

THE EFFECT OF DRAMATIC IMPROVISATION ON THE ATTITUDES OF HIGH SCHOOL TEACHERS TOWARD THEIR STUDENTS

Cramer, Pamela Anita Gulley

THE EFFECTS OF TRAINING TEACHERS IN INTERPERSONAL COGNITIVE PROBLEM SOLVING SKILLS ON TEACHER-STUDENT INTERACTION, CLASSROOM SOCIAL-EMOTIONAL CLIMATE AND CHILDREN'S PROBLEM SOLVING ABILITIES

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THE EFFECTIVENESS OF COMMUNICATION SKILLS TRAINING WITH UNDERACHIEVING, LOW-COMMUNICATING SECONDARY SCHOOL STUDENTS AND THEIR TEACHERS

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VERBAL INTERACTION PATTERNS IN CLASSES WITH TEACHERS WHO HAD PRESERVICE TRAINING IN THE USE OF INTERACTION PROCESS ANALYSIS COMPARED TO THOSE WITHOUT SUCH TRAINING

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THE EFFECT STUDENT TEACHERS WHO HAVE RECEIVED COMMUNICATION SKILLS TRAINING HAVE ON THEIR CLASSROOM STUDENTS' VERBAL BEHAVIORS

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THE LANGUAGES OF THE FOREIGN LANGUAGE CLASSROOM: A STUDY OF TEACHER USE OF THE NATIVE AND TARGET LANGUAGES FOR LINGUISTIC AND COMMUNICATIVE FUNCTIONS

Youells, Fay Eileen

THE RELATIONSHIP OF THE TEACHER'S SELF-DISCLOSURE/INTIMACY TO THE LEARNER'S KNOWLEDGE/ATTITUDE IN COLLEGE SEX AND FAMILY LIVING CLASSES

THE EFFECT OF DRAMATIC IMPROVISATION ON THE ATTITUDES OF HIGH SCHOOL TEACHERS TOWARD THEIR STUDENTS

Order No. 8105209

CAMEROTA, ELAINE CAJANO, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 197pp. Chairperson: Professor Jonathan V. Klimo

The purpose of this study was to investigate the effect of dramatic improvisation on the attitudes of high school teachers toward their students. These questions were posed: Do high school teachers who participate in the Bananti "System for Initiating Improvement in a Teacher's Interrelationship Style" then either participate in dramatic improvisation, watch improvisation, or hear a lecture on the Benanti system change their attitudes toward their students as measured by the Minnesota Teacher Attitude Inventory? Are there changes in teachers' attitudes four weeks after the treatment? Do teachers not participating in the study change their attitudes toward their students during the school year? The study population was a group of 28 teachers from a faculty of approximately 100. The remaining staff members constituted the control group. On the first day of school the entire faculty took the Minnesota Teacher Attitude Inventory, designed to measure the attitudes of teachers toward students. In May the 28 experimental subjects used the Benanti "System for Initiating Improvement in a Teacher's Interrelationship Style." The system, a nine step procedure, is intended to help teachers become more aware of their style of relating to students. It was used as preparation for the interventions that followed for the three experimental groups. In the second part of the treatment, the members of each experimental group took part in a 45 minute session illustrating either by lecture (experimental group A), by demonstration (experimental group B), or by role playing (experimental group C) a teacher-student interrelationship problem. The MTAI was administered to each experimental subject at the end of his/her session. On the last day of the school year, the MTAI was administered again to the entire faculty. This study involved the collection of five sets of data: scores from the Minnesota Teacher Attitude Inventory administered to the entire faculty as a pre-test in September, post-test MTAI scores from the experimental groups in May, and follow-up MTAI scores for the whole faculty in June. Means and standard deviations for each group that took the Minnesota Teacher Attitude Inventory were obtained. Differences between pre- and post-test scores were calculated for the experimental and control groups and mean group changes were compared for significant differences at the .05 level through a t-test. Positively significant differences were found between the means of experimental group B in pre- and post-test MTAI scores and between the means of experimental group A from post-test to follow-up test MTAI scores. Negatively significant differences were found between the means of experimental groups A and C in pre- and post-test MTAI scores and between the means of experimental group C and combined experimental groups A, B, and C from post-test and follow-up MTAI scores. Negatively significant differences were found between the means of the entire faculty and also of the control group from the September and June MTAI scores. Non-significant differences were found between the means of experimental group B from post-test and follow-up test MTAI scores. The most striking finding was that the teachers' attitudes toward students generally became more negative as the year progressed. Time may have affected the results of the study. Each treatment, which lasted only one 45 minute session, took place at the end of the day near the end of the school year just before a holiday weekend. It is recommended that topics for further research include the effect of multiple training sessions, each lasting more than an hour, held earlier in the school year, with a sharing or discussion period to follow the improvisations.

THE EFFECTS OF TRAINING TEACHERS IN INTERPERSONAL COGNITIVE PROBLEM SOLVING SKILLS ON TEACHER-STUDENT INTERACTION, CLASSROOM SOCIAL-EMOTIONAL CLIMATE AND CHILDREN'S PROBLEM SOLVING ABILITIES

Order No. 8107483

CRAMER, PAMELA ANITA GULLEY, ED.D. *University of Cincinnati*, 1980. 127pp.

The purpose of this study was to investigate the effects of training teachers in interpersonal cognitive problem solving (ICPS) skills on teacher-student interaction, social-emotional climate in the classroom and children's problem solving abilities. The subjects in the study were four first grade teachers and their students. Two teachers were randomly selected to receive the training in ICPS skills. A pretest - posttest (immediate) - posttest (delayed) experimental design was employed.

The *Flanders System of Interaction Analysis* was used to collect data in the area of teacher-student interaction. The *Social-Emotional Climate Index* provided data regarding the atmosphere created in the classroom by the teacher. The *Purdue Elementary Problem Solving Inventory* was used to assess children's problem solving abilities. Information was also obtained from the teachers immediately following the training program regarding their perceptions of the training and its potential applications in the classroom.

The training program for the teachers consisted of three, one hour sessions. The program was based on the work of Spivack and Shure (1978) and Goldfried and D'Zurilla (1971).

Five hypotheses were formulated which predicted that the teacher training program would have a positive effect on teacher-student interaction, the social-emotional climate of the classroom, and the problem solving abilities of the children, immediately after training, as well as after a three week period of time. The results of the data analyses demonstrated a positive change in the area of teacher-student interaction. The other hypotheses were not supported. Post-hoc analyses identified specific differences between the teachers who had received ICPS training and those who had not. The findings are discussed and particular attention is given to the need for more appropriate measures of adult problem solving ability. Suggestions for future research are also presented.

NOVICE INTERVIEWERS' MESSAGE STRUCTURE AND INTERVIEW METHODS

Order No. 8109438

HAGEN, SUZANNE JOHNSON, PH.D. *University of Minnesota*, 1980. 336pp.

This study described the verbal messages in 58 nonscheduled, focused interviews conducted by novice interviewers in three sections of a University of Minnesota interviewing course. Each student interviewed a stranger, obtaining the respondent's opinion of television programming. The students audio-taped and transcribed the interview. These transcripts constituted the data for the study.

The research purposes were to (1) describe verbal messages, a first step in building interview communication theory, and (2) to improve interview instruction by identifying novice interviewers' message use.

Major research questions were: (1) What is the distributional and sequential structure of verbal messages in these interviews? (2) What types of messages did novice interviewers use? (3) Did clusters of interviewers exist which used different verbal methods in the interviews?

Content analysis and interaction analysis were used to answer these questions. A system theory perspective guided the research method. All verbal communication in these interviews was classified into 20 categories. Previous research and Gerbner's communication model provided the base for the category system. Categories were designed to describe the form, function, and content of all interviewer and respondent messages. Frequency counts of category occurrence were the basic procedure for describing the interviews. Chi-square analysis and cluster analysis were also used to answer the research questions.

As a control, t-tests were used to identify differences in messages (1) between male and female interviewers; (2) between graduate and undergraduate interviewers; (3) among students receiving an A, B, or C as the final course grade; and (4) among students in each of the three course sections. The major difference was that relationship comments occurred more in all female dyads or in male interviewer-female interviewee pairs. The researcher suggested that the interviewer role reduced the tendency for women to make relationship comments.

Chi-square analysis revealed significant distributional structure; observed message frequencies differed significantly from frequencies expected by chance. An interaction matrix of antecedent and consequence acts permitted counting message sequences. Chi-square tables compared the observed frequencies of sequences with expected frequencies. Expected frequencies were calculated from the interviews' distributional structure. Sequential structure was significantly greater than distributional structure for all message sequences. By examining the observed and expected sequential frequencies, the researcher produced a flow diagram of interview message sequences.

Notable observations among the distributional and sequential structure results were (1) interviewers used closed more than open questions; (2) interviewers used opinion more than fact questions with the converse true for interviewees; (3) a dyadic effect occurred with relationship acts uttered at similar frequencies by interviewers and interviewees; (4) a strong proactive tendency characterized message sequences; (5) less directive messages prompted specific responses; (6) influence attempts often appeared between less leading messages; (7) interviewers often uttered double-barreled questions; and (8) probes, a rarely used message, seemed to elicit personal and emotional responses.

Cluster analysis revealed four interviewer methods, each distinguished by the messages interviewers most often used in the first, middle, and final thirds of the interviews. These methods were labeled Moderately Directive, Moderately Nondirective, Nonleading and Closed. Corresponding differences were found among messages of respondents to these interview methods. Observations about interviewer methods included (1) nondirective methods stimulated the highest response quantity; (2) nonleading methods prompted short responses and respondent discomfort; (3) overrapport occurred in predominately closed interviews; and (4) moderately directive methods resulted in a balance between general and specific responses.

These and other results were the basis for suggestions to interview instructors. An interview communication model, derived from Gerbner's prior research, was also developed and illustrated. Suggestions for future research on interview communication and methodological improvements concluded the research report.

THE COMPARATIVE EFFECTS OF REDUNDANCY AND VARIETY ON MESSAGE RETENTION Order No. 8101203

LA FASTO, FRANK M. J., PH.D. *University of Denver*, 1980. 283pp.

Two distinct strategies have been consistently suggested within the field of speech communication for facilitating the retention of information. The first strategy, one which has been explicity suggested, employs the concept of "Redundancy." The second strategy, one which has been suggested more implicitly, employs the concept of "Variety."

The comparative effects of Redundancy and Variety on message retention were investigated. The overall framework used to explain the Redundancy and Variety concepts was information theory. Redundancy was described as a concept which introduces very little, if any, additional information beyond the necessary core content. Variety was described as a concept which introduces additional, but related, content information into the message. A ten-minute video-taped public speech on "The Environmental Protection Agency" was used for both conditions of the independent variable. The Redundancy condition was operationalized through the use of direct repetition of the core content of the speech. The Variety condition was operationalized through the use of amplification of the core content (stylistic devices, such as analogies, humor, quotations, etc.).

A second dependent variable, "Interest" in message content, was included in the investigation. Interest was included as an explanatory variable related to the dependent variable "Recall." The rationale for such an observation is based upon the theoretical statement in this study which purported a positive relationship between the amount of interest generated by message content and the amount of information recalled. A 10-item interest scale was developed to measure interest in message content. The construct validity check included orthogonal and oblique factor analyses, and accounted for 87.2% of the variance. The reliability coefficient was .92 as measured by Cronbach's Alpha coefficient.

A main study and two replications of the study were conducted. The sample for the main study consisted of 384 undergraduate students in speech communication. The samples for the two replications consisted of 31 undergraduate business students and 36 undergraduate sociology students, respectively. Subjects were randomly assigned to one of the two conditions of the independent variable (Redundancy or Variety), and administered the ten-minute video-tape speech for the respective condition. Immediate and delayed scores for interest and retention were observed immediately following video-taped speech. Delayed scores for interest and retention were observed one week later.

The statistics used for the tests of hypotheses were a two-way analysis of variance with repeated measures and Pearson's Product Moment Correlation. The following results were observed: (1) the results did not support a differential effect of Redundancy and Variety on recall; (2) recall differed significantly according to the time period tested (immediate and delayed); (3) an interaction effect for the Redundancy and Variety conditions with time was not observed; (4) a moderate, but significant correlation between immediate interest in message content and immediate recall was observed; (5) the Variety condition produced significantly more self-reported interest in speech content; and (6) interest in message content was observed to decline significantly over time.

Two major conclusions were drawn from the investigation. First, Variety appears not to facilitate retention any better than Redundancy. This might imply that a speaker may choose between two equally effective strategies. The second major conclusion, however, is that Variety apparently impacts interest to a significantly greater degree than Redundancy. To the extent that this conclusion is generalizable, it would be a speaker's advantage to use the Variety strategy thus accruing an additional benefit in terms of the interest generated by the message.

THE RELATIONSHIP BETWEEN COMMUNICATION MODES AND ACHIEVEMENT OF DEAF STUDENTS Order No. 8109886

NEBE, HENRY JOSEPH, ED.D. *University of Southern Mississippi*, 1980. 132pp.

The primary purpose of this study was to determine if relationships exist between dependent variables, academic achievement (grade point average) and successful completion of the program (i.e., graduation), and the independent variable, communication skills background. A secondary purpose was to determine if relationships exist between the dependent variables, academic achievement and successful completion of the program, and the best weighted combination of the predictor variables of communication skills background, academic achievement (reading and mathematics scores) at entry, intelligence quotients, degree of deafness, and sex.

The sample for this study consisted of 299 deaf students who entered the Regional Educational Center for the Deaf (RECD) at Delgado College and completed at least one semester, from 1970 through 1978. Twenty-two percent of these students received training in oral communication instruction prior to entering the program. The remaining 78% received training in manual communication instruction.

Stepwise multiple regression analysis indicated the following: (1) There is a significant relationship ($p = .0001$) between grade point averages of deaf students and the best weighted composite of the predictor variables ($RSQ = .118$). (2) There is no significant relationship ($p = .570$) between the type of communication skills training received by the deaf students prior to entering postsecondary training and their grade point averages (Drop in $RSQ = .001$). (3) There is a significant relationship ($p = .001$) between successful completion of a educational program by deaf students and the best weighted composite of all predictor variables ($RSQ = .092$). (4) There is a significant relationship ($p = .016$) between the type of communication skills training received by deaf students prior to entering postsecondary training and successful completion of the educational program (Drop in $RSQ = .018$).

This study indicated that the deaf and hearing-impaired person can benefit from a purposeful and structured learning environment at a vocationally orientated 2-year community college, regardless of the extent of the hearing and communication deficiencies. It indicated that success can be achieved also in some of the pursuits that were previously afforded only to nonhearing-impaired counterparts.

The findings of this study prompt certain recommendations as follows: (1) That Delgado College establish an advisory committee to ensure ongoing evaluation of program services offered deaf students. (2) That Delgado College modify its admissions procedures to allow for added flexibility in the acceptance of deaf students.

THE EFFECTIVENESS OF COMMUNICATION SKILLS TRAINING WITH UNDERACHIEVING, LOW-COMMUNICATING SECONDARY SCHOOL STUDENTS AND THEIR TEACHERS

Order No. 8107624

ROCKS, THOMAS GEORGE, D.ED. *The Pennsylvania State University*, 1980. 108pp. Adviser: Stanley B. Baker

Evidence in the professional literature indicates that in the schools there is a lack of communication among teachers and students. This seems to be especially true where underachieving students are involved. Presently, there is a movement to teach the counselors' skills to the students in order to enhance mental health in the schools. The existence of the problem mentioned above concurrently with the new counseling approach suggests that a model might be developed wherein teachers and students are brought together in groups to learn to use the communication skills acquired by counselors in their training.

The purpose of this study was to investigate whether improving interpersonal communications among teachers and underachieving, low-communicating students through using a communications skills training model known as Relationship Enhancement (RE) would cause improvement in academic performance, classroom behavior, school attendance, and attitude toward school of these students.

The subjects selected for this study were sixty students in grades eight through twelve who were identified as low-communicating underachievers. In the second sampling stage, 30 triads were formed, each consisting of two students and the teacher who nominated them. Then, 15 triads were randomly assigned to the experimental treatment group and the other 15 triads assigned to the control treatment group. In the last stage, one student from each triad in both the experimental and control treatment groups was randomly assigned to be trained with his/her teacher in either the experimental treatment or the control treatment. The remaining student from each triad in both the experimental and control treatment groups received no actual treatment, but dependent variable data were gathered in order to determine whether the teachers' use of skills would have a generalized effect on them.

The experimental treatment group (RE) met eight times and received skills training in activities such as empathic responding, owning and expressing feelings, mode switching, facilitating and problem solving. Instructional methods included leader instruction, skills practice, positive reinforcement, and homework assignments. Skills practice was emphasized throughout the training. The control treatment groups, referred to as Instructions Control (IC), met once for a 45-minute session. Twenty minutes of this meeting were devoted to free expression of feelings concerning the teacher-student relationships. Another twenty minutes were devoted to instruction by the leader on the importance of communication, and to encouraging cooperation for improvement. The remainder of the time was devoted to clarification of expectations. The treatment groups were led by three experienced trainers, including the investigator, who had been trained in the RE skills.

Data from four dependent measures were collected at pretest, posttest, and follow-up stages. These dependent measures included classroom rank, a Student Classroom Behavior Scale, school attendance, and a Student Attitude Scale.

An analysis of variance, combined with a modified Bonferroni procedure, where appropriate, was employed to examine the data.

Modified Relationship Enhancement training for teachers and their low-communicating, underachieving students appears to be an effective method for helping those students to improve their classroom behavior and school attendance. School attendance of nontrained students paired with trained teachers also seems to improve.

There were no significant findings with regards to the other dependent variables in this study. Additionally, even where the experimental treatment was apparently effective, there was a falling off in most instances of treatment effect during the follow-up period. This indicates that the effects of prolonged, intensified treatment may need to be investigated in the future.

VERBAL INTERACTION PATTERNS IN CLASSES WITH TEACHERS WHO HAD PRESERVICE TRAINING IN THE USE OF INTERACTION PROCESS ANALYSIS COMPARED TO THOSE WITHOUT SUCH TRAINING

Order No. 8027531

SEELY, CHRISTIE JANE, PH.D. *The University of Oklahoma*, 1980. 102pp. Major Professor: Gene D. Shepherd

The design of this investigation was to compare verbal interaction behaviors in classrooms where teachers had preservice training in interaction process analysis in Professional Semester II with those of teachers who had no preservice training in interaction process analysis. The intent of this investigation was to describe and compare (1) verbal interaction behavior patterns present, (2) pupil classroom attitudes, and (3) characteristic teacher behaviors.

The sample for this study was a group of six teachers who had training in interaction process analysis in Professional Semester II at the University of Oklahoma, compared to a group of six teachers who had no such training. Consideration in matching was given to number of years of experience, teaching assignment, age, sex, and grade point average.

Data collected included a systematic analysis of the verbal behaviors of teachers and pupils in a live observation using the Verbal Interaction Category System. Each teacher completed the Fundamental Interpersonal Relationships Orientation - Behavior, and all pupils completed the My Class Inventory.

Results indicated significant differences between the verbal interaction patterns of classes where the teacher had training in interaction process analysis, and the classes where the teacher had no such training. The trained teachers explained more, gave fewer directions, accepted more pupil ideas, and rejected fewer behaviors. Pupils in the classes with the trained teachers responded with more broad answers and initiated more talk to other pupils. The classes of trained teachers had more short silences and less confusion than the classes of untrained teachers. There were no significant differences between the teachers regarding characteristic behaviors, and only one area of the pupil attitude inventory was significantly different for the two groups. Pupils in classes with teachers not trained in interaction process analysis perceived their classes to be less competitive than did the pupils in classes with teachers who were trained. The verbal behaviors of the former Professional Semester II teachers and their pupils were found to be similar to those of teachers and pupils reported in previous studies.

THE EFFECT STUDENT TEACHERS WHO HAVE RECEIVED COMMUNICATION SKILLS TRAINING HAVE ON THEIR CLASSROOM STUDENTS' VERBAL BEHAVIORS

Order No. 8108048

SLAY, TANA SUE, PH.D. *Texas A&M University*, 1980. 120pp. Chairperson: Donald G. Barker

The purpose of this study was to investigate (1) if student teachers' verbal behaviors change as a result of participation in a communication skills training program and (2) if classroom students' verbal behaviors change as a result of their student teachers' modifying their verbal behavior through a communication skills training program.

To accomplish the above purpose regular education classrooms were observed before, during and after a group of student teachers received communication skills training. There were seven, third and fourth grade student teachers whose classrooms were observed. The experimental group consisted of three of those student teachers, and the control had the remaining four. There were 75 classroom students whose student teacher received training and 108 classroom students whose student teacher did not receive training.

The student teachers and the classroom students were compared on the following measures: (1) positive verbal responses of student teachers; (2) negative verbal responses of student teachers; (3) total verbal responses of student teachers; (4) positive verbal responses of classroom students; (5) negative verbal responses of classroom students; and (6) total verbal responses of classroom students.

Student teachers who received communication skills training increased their positive verbal behaviors after the training. Student teachers who received communication skills training decreased their negative verbal behaviors after the training. Classroom students whose teacher received communication skills training increased their positive verbal behaviors after the training of their teacher. These changes were maintained after a four week follow-up period.

Although this study did not suggest a cause-effect relationship, it implies that some relationship exists between teacher and pupil communication.

THE LANGUAGES OF THE FOREIGN LANGUAGE CLASSROOM: A STUDY OF TEACHER USE OF THE NATIVE AND TARGET LANGUAGES FOR LINGUISTIC AND COMMUNICATIVE FUNCTIONS

Order No. 8107413

WING, BARBARA HAMMANN, PH.D. *The Ohio State University*, 1980. 312pp. Adviser: Professor Gilbert A. Jarvis

Language use in the foreign language classroom is a critical variable of significant importance and complexity. The presence of two languages, native and target, and the dual instructional objectives of linguistic and communicative competency create a unique educational setting. Systematic observation of the language use variable in this setting can benefit researchers, methodologists, and teachers.

This ex post facto study validated the Linguistic/Communicative-Functions Analysis System (L/C-FAS), an observational system developed by the researcher for describing teacher verbal behavior in the foreign language classroom. It also investigated the possibility of relationships between patterns of teacher native/target language use and presage variables pertaining to teacher characteristics. The problem was to determine what kinds of foreign language teachers use what mix of native/target language for what purposes in the classroom.

Two constructs, analagous to linguistic and communicative competence, were operationally defined to describe the purposes of teacher utterances. *Linguistic Functions* constitute use of language for its own sake where the intent is to focus on the linguistic elements (phonology, morphology, syntax, lexicon) of the language. Teacher verbal behaviors associated with these functions are Modeling, Cueing, and Reinforcing. *Communicative Functions* constitute use of language to establish communication where the intent is to focus on the content of the message being conveyed. Teacher verbal behaviors are Structuring, Soliciting, Responding, and Reacting as identified by Bellack, et al.[1]

Research questions. (1) What patterns of target language use, in terms of linguistic and communicative functions, do foreign language teachers exhibit in the classroom? (2) What kinds of foreign language teachers, as identified by specific variables related to teacher formative experiences, training experiences, and properties are: (a) high, average, and low target language users, and (b) high, average, and low target language communicators? (3) What attitudes do foreign language teachers hold relative to the use of the native and target languages in the classroom?

A series of three audiotape protocols of intact, second-year Spanish classes, recorded at one-month intervals, was obtained for 15 self-selected teachers in 11 public secondary schools. Systematically selected time segments of the protocols were analyzed by trained coders using the five levels (Function/Behavior/Content/Language/Duration) of the Protocol Analysis Instrument (PAI). Interrater reliability coefficients of .89, .85, and .83 were obtained on critical categories. Using the resulting profile of teacher talk, each of the 15 subjects was assigned to one of three levels (high, average, and low) of the two dependent variables of target language use and target language use for communicative functions. A 48-item questionnaire provided data on the independent presage variables. The two sets of data were subjected to analysis using chi square and one-way analysis of variance tests.

Results. (1) Nine patterns of target language use were identified in the Function/Behavior/Content categories. (2) Statistically significant relationships at the .05 level were found for: (a) high target language user and postgraduate travel or residence in target country, and (b) high target language communicator and longer teaching experience. Content was related to use of the target language by low and average target language communicators. (3) Subjects judged high target language use appropriate for six formula-type statements (Greetings, Praising, Routine Instructions) and average target language use for eight activities including Disciplining, Culture, and Grammar.

Recommendations for further study included the continued development of the L/C-FAS in presage-process and process-product studies to determine what other teacher characteristics may relate to patterns of target language use and to investigate what effect such patterns may have upon student performance in the target language.

[1]Bellack, et al. *The Language of the Classroom.* New York: Teachers College Press, Columbia University, 1966.

THE RELATIONSHIP OF THE TEACHER'S SELF-DISCLOSURE/INTIMACY TO THE LEARNER'S KNOWLEDGE/ATTITUDE IN COLLEGE SEX AND FAMILY LIVING CLASSES

Order No. 8112275

YOUELLS, FAY EILEEN, ED.D. *Boston University School of Education*, 1981. 156pp. Major Professor: Carl E. Willgoose

Statement of the Problem. The purpose of this study was to determine the effect of a teacher's level of self-disclosure on a class in sex and family living education in terms of the attitudes, knowledge, and self-disclosure of the learner.

Method. The voluntary study population was composed of two study groups: (1) professionals teaching sex and family living: and (2) a student population which was a mixture of 179 graduate students, seniors, juniors, sophomores, and freshmen. The procedure for collecting the data was conducted in two stages, a pre-test phase and a post-test phase. The pre-test phase was administered to the student population only. The post-test phase was administered to both the teachers and the students. The data was gathered by means of five inventories. The results of the inventories were then compared by the use of the Pearson Product Moment Correlation and then by use of the stepwise multiple regression correlation. The criterion measures and research variables were as follows: (1) Criterion measures: (a) sex knowledge, (b) sex attitude, (c) student disclosure and (d) teacher disclosure. (2) Research variables: (a) knowledge, (b) attitude, (c) student disclosure, (d) student perception of teacher disclosure, and (e) teacher disclosure.

Results and Conclusions. The results of this study indicate that teacher disclosure had definite effects on the success of the learner. Knowledge scores were higher and there was a positive shift in attitude for the learners. The level of teacher disclosure which had the strongest effect was not clear. This lack of clarity for the level of teacher disclosure was linked to the stronger effect of the students' perception of the teacher's disclosure level. The students' perception of the teacher's disclosure level was often in conflict with teacher's self-perception of disclosure in that teachers in the high self-disclosing group believed themselves to be more self-disclosing then their students perceived them to be. The teachers of the low self-disclosing group believed themselves to be less disclosing then their students perceived them to be. These findings indicated students' perception of the teacher's disclosure level also contribute to the learners success in a positive manner. Neither the sex of the students nor religious preference bore direct relationship to any of the results.

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